**3rd Grade Math, Topic 10.7 Geometry:  Quadrilaterals**

|  |  |
| --- | --- |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | |
| Materials:  Two-color counters  Interactive Learning Recording Sheet | |
| **ANTICIPATORY SET**  (5-10 MINUTES) | |
| **Computation Practice** Timing: 3 minutes using *Aimsweb* 3rd grade M-COMP progress monitoring probe; students self-correct using their “teacher pens”; students record number correct in Math Journal; collect papers  Vocabulary:  **Problem of the Day** 7-1  Today we are going to learn about shapes. Here is a geoboard.  Hands on standards ( adapt to geoboards) P. 68- 69 ( I am thinking of a shape that has four sides and four vertices ( corners). | |
| **BUILDING A FOUNDATION**  (5-10 MINUTES) | |
| Vocabulary:  How are shapes different. | |
| **WHOLE GROUP INSTRUCTION: Concrete**  (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  Problem:  Screen shot 2011-01-27 at 5.43.11 PM.pngScreen shot 2011-01-27 at 5.45.32 PM.png  Screen shot 2011-01-27 at 5.44.41 PM.png | |
| **SCAFFOLDED INSTRUCTION: Representational**  (15-20 MINUTES) | |
| *Screen shot 2011-01-27 at 5.56.10 PM.png*  *Guided Practice : Complete problems 1-4* | |
| **INDEPENDENT PRACTICE: ABSTRACT**  **(**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*  *Independent Practice* problems 5, 7, 9, 11, 13, and 15 in Math Journal \*Brain Builder: Problem 17 (Use this time to monitor student work. Identify students that may need to revisit today’s concept. Identify students that may need to revisit prerequisite skills.)  Screen shot 2011-01-27 at 6.04.51 PM.png  Screen shot 2011-01-27 at 6.08.24 PM.png | |
| **FORMATIVE ASSESSMENT**  (5-10 MINUTES) | |
| Explain/Introduce student selections\*\*  **Quick Check 10-7** Have students complete and turn the Quick Check.  Correct | |
| **CENTER ACTIVITIES**  (15 MINUTES) \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
| Give students a Student Selection Menu for the week. Students choose ONE activity per day during Math Center time.  Student selections:   |  | | --- | | 1. Computer station (students log into SuccessNet and complete assigned tasks) | | 1. **Toss and Talk** (partner game from Differentiated Instruction On-Level or Advanced) | | 1. **Leveled Homework** Reteaching, Practice, or Enrichment pages (have a self-check KEY for students to self-monitor) | | 1. Math War (partner game using addition and subtraction facts) | | 1. Dot game (partner game using 2 number cubes to multiply) | | 1. Writing station: “Create a **Problem of the Day** using division. (Leave a Problem of the Day at this station as an example.) Include a picture representation of your story problem and the solution to the problem.” |   During Math Center time, pull students based on previous days Quick Check that scored in the “Intervention” range to work in small group. Use Differentiated Instruction **Intervention** lesson with small group. | |
| **HOMEWORK** | |
| **Spiral Review 7-1** | |